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ABSTRACT

The first step in the demise of the Western Illinois University undergraduate library science instructional program, which produced graduates with a minor in library science who were qualified to direct school libraries, was its merger with an audiovisual (AV) program in the education department. The library science minor was originally under the direction of the university library, but in 1971 it was moved to the education department where it fell under the control of audiovisualists. The Dean of Education deliberately reduced library science faculty positions in order to spare termination of other faculty, but refused to drop the program. In 1975 the library science minor was abolished and some of its courses merged with AV courses into a major called learning resources. All references to books, libraries, and library science were replaced by such words as media, multimedia, and graphics. Students largely rejected the program; enrollment dropped 93% by 1981-82. Program failure can be attributed to student preference for a traditional library science major, the attempt to merge two very different subjects into a single major, the use of confused and meaningless program terminology, the assignment of unqualified instructors, and poor classroom instruction. The text of the official proposal for the institution of a major in learning resources and a 13-item bibliography are provided. (Author/ESR)

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THE DESTRUCTION OF AN UNDERGRADUATE LIBRARY SCIENCE INSTRUCTIONAL PROGRAM: A CASE STUDY

by

Donald S. MacVean

IR 050 474

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THE DESTRUCTION
OF AN UNDERGRADUATE LIBRARY SCIENCE INSTRUCTIONAL PROGRAM:
A CASE HISTORY

Donald S. Mac Vean
Reference Librarian
Western Illinois University
Macomb, Illinois 61455
July 1983

Introduction--In this essay the facts and events relating to both the development and destruction of an undergraduate library science instructional program are reported. If the word "destruction" may sound provocative and suggest malice or bias on someone's part, it is acknowledged that such is the case. As will be shown in the text of the report, the persons who in later years gained control of the program both directly and indirectly contributed to its demise. It was a show of malice on the part of some and gross ignorance and unwitting collaboration with the evil-doers on the part of other persons.

History--What is now known as Western Illinois University was chartered by the General Assembly in 1899 as Western Illinois State Normal School. Students were first enrolled in 1901. In the early years the faculty and student body were small in numbers and course offerings were limited. Instructional programs varied in length from six weeks to two years with a variety of certificates offered. The first four-year program leading to a Bachelor of Education degree was not offered until 1917. The first such degree was granted in 1918.

The first course in what may be called library science appeared in the institution's catalog for 1910 under the heading "library economy." The description was as follows:

Library Economy 20.--Instruction in the organization, care, and use of libraries with problems based on the Western Illinois State Normal School Library and suggestions for the adaptations of methods to school room libraries.

one-half credit (1:38)

In the catalog for 1914 this entry appeared:

The special certificate in library economy is based upon thirty-five hours a week for one school year of practical work in the Western Illinois State Normal School Library. A standing of not less than B in the prescribed course in library economy is a prerequisite to this course.

The candidate for this certificate shall do work which is outlined as follows:

a. He shall have charge of some particular department of library work--e.g., circulation, receiving of periodicals, binding--and be responsible for the phase of work assigned.

b. He shall practice in all phases of the routine of library work--selecting of books, ordering, receiving, classifying, accessioning, cataloging, including both classed and dictionary catalogs.

c. He shall have practice in reference work through assigned problems involving use of general and special reference books, through finding material for practice teachers and other students in the school, through assisting in finding material for debates and other work of the literary societies of the school.

d. He shall have charge of and be responsible for the order in the reading room and for the general reference work during at least one busy study period each day.(2:79-80)

In 1915, a second course, "Library Economy 21.--Children's Reading" was first offered.(3:79) Likewise, in the same year, "Library Economy 15" was listed and described.(3:86) It appears this was a shortened version of Library Economy 20 because it carried only one-half credit whereas the latter had now been revised to a full credit. Library Economy 15 was intended for librarians in country schools.

A "Library Economy Curriculum" is listed in the catalog for 1923, the the completion of which earned the person a special diploma.(4:60) Apparently the only courses required were Library Economy 20 and 21 plus the practical work to be done which was identical to that contained in the catalog for 1914.(2:80)

This instructional program remained unchanged except for course renumbering, until 1950, when four courses were offered, only one of which--Children's Literature--remained the same. The four were:

Library Science 220.--School Library Administration.
Four hours credit

Library Science 321.--Children's Literature.
Four hours credit

Library Science 323.--The Library as an Information Center.
Four hours credit

Library Science 422.--Reading for High School Students.
Four hours credit (5:173)

It will be noted that the courses were now designated as "library science" rather than "library economy." It was also in this year that the first full-time teacher of library science was appointed. Previously the courses had been taught by librarians who has service functions as well.

A fifth course, Library Science 324.--Cataloging and Classification, was added in 1952.(6:214) It is somewhat surprising that such a course wasn't offered earlier since the subject is so basic to librarianship. Probably the explanation is that since only a two-year curriculum was offered, students had a limited number of electives, especially for courses that were not even a part of a minor. Even when the four-year degree programs were initiated (1917), required courses for majors and minors preempted most of the students' time and only a few electives could be taken. Thus, the offerings in school librarianship had to be compressed into a very few courses.

In 1954 a full library science minor program was first offered. Included were seven courses, only six of which were required. They were as follows:

320.--School Library Organization and Administration
321.--Children's Literature
323.--The Library as an Information Center
324.--Classification and Cataloging
325.--Nonbook Materials
422.--Reading Materials for High School Students
426.--The Library in the School and the Community (7:190-191)

This program was designed to meet the Illinois certification requirements for teacher-librarians. It is not clear which six courses were required and which one was an elective but in a later college catalog (9:93) it is shown that a choice between 321 and 422 could be made. This would give a total of twenty-four quarter hours which was the numerical requirement for the minor. Persons completing this program would, of course, have a teaching major and in many instances teach some subject as well as serve as the school librarian.

Three of the courses were cross-referenced in other departments where they could be elected for graduate credit. This applied as follows:

Library Science 320 (Education 429G)
Library Science 321 (English 421G)
Library Science 422 (English 422G)

In the first instance, this was done hoping the inservice school administrators and students preparing to be administrators would elect the course and thus be more knowledgeable of the school library. In the case of Library Science 321 (English 421G), it made available a course in Children's Literature to teachers who already had a degree but had not had a course in the subject. The same reasoning applied to Library Science 422 (English 422G).

In 1956 the course in Children's Literature (Library Science 321) was required of all elementary education majors. This course or the one in Reading Materials for High School Students (Library Science 422) was also required of students preparing to teach in junior high school.(8:125) These requirements, particularly the one affecting elementary majors, boosted enrollment in the program considerably. In fact, during the decade of the 60s, more than half of the credit hours were generated in the Children's Literature course alone.

In 1962 the required number of quarter hours for the library science minor was raised from 28 to 30. At the same time the course offerings were changed somewhat. A new course, "Current Problems in School Librarianship" (L.S. 439)

was added which could be elected instead of the one entitled "Library in the School and the Community." Audiovisual Education 320 was also made a requirement.

In 1964 a two-quarter-hour-credit course called "Use of Library" was first offered.(10:114) In light of the misuse of this course and the numerous misunderstandings about it which later arose, it is important to explain its original purpose.

For several years there had been a felt need for some systematic way of teaching library skills to large groups of new students. Enrollment had risen rapidly in recent years and totaled 5,172 in 1964. It was projected to increase even more in the future. The new students were now too numerous to deal with on a one-on-one basis and none of the present course offerings in any department was designed to effectively teach library skills. Accordingly, such a course was prepared and offered as library science, but not as a part of the minor. In fact, since its purpose was to teach the students what they should have learned in high school, probably no credit at all should have been given. Initially it was prepared as a noncredit course but a Board of Governors regulation prohibited assignment of noncredit courses to faculty as a part of their teaching load. Thus, it had to be a credit-bearing course and an additional instructor was employed to teach it. Since the normal teaching load was twelve quarter hours, six sections could be offered. It could be elected by freshmen and sophomores only.

This course entitled "Use of Library" was the university library's response to the need for a library orientation program. It only partially met the need because only a fraction of the students, probably no more than 20-40 percent, could elect it even if they wished to. Only 200 students could be accomodated any one quarter. And, since it was an elective, there was no way to insure that the students electing it were the ones most in need of the instruction.

Several years later a systematic evaluation of the course was conducted. Although there were some negative comments from former students, the majority of

respondents rated it a useful and worthwhile course. It was also found--quite unexpectedly--that most of the students who later entered the minor program had completed this course. Thus, it was a useful recruiting channel. On the other hand it was sometimes misused. Some advisors recommended it to students as an easy way to improve their grade-point average and it is admitted that probably some instructors graded too high. In other instances, it was elected solely because it was one of the few two-credit-hour courses in the catalog and offered a convenient way to round out or fill a student's schedule.

On September 1, 1965, the writer assumed the position of Director of Libraries at the university which carried with it responsibility for library science. The program was not organized as a department. Rather it was an adjunct or the teaching arm of the library and for administrative purposes the Director reported directly to the Academic Dean, not through a chairman of a teaching department or a college dean. The Director did not, however, teach any classes because administrative duties preempted all his time.

On the above date, there was one full-time teacher for the courses comprising the library science minor and one for the "Use of Library" or library skills course. The first was assigned to a budget for library science and the latter to the library budget.

According to the university undergraduate catalog for 1966-1967 two programs were offered. The first, a minor in library science and the second, a minor in instructional materials. The latter was a combination of five courses in library science and three in audiovisual education. This program was designed for students who wished to administer both school library and audiovisual services. For all practical purposes, however, the second program can be ignored because the writer can recollect only one person completing it and no official record could be found to verify that.

The library science minor consisted of the following courses:

320. School Library Administration. (4) Planning, equipping and supervising the library. Acquisition, preparation, care and use of library materials. Not open for credit to those who have credit for Education 429. Fall, Summer.

323. Library as an Information Center. (4) Reference materials useful to university student, to teacher, and to school librarian. Winter, Spring.

324. Classification and Cataloging. (4) Dewey Decimal system, subject headings, unit card system, use of printed cards. Prerequisite: Library Science 320 or consent of instructor. Winter.

325. Nonbook Materials. (4) Acquisition, preparation, care and use of magazines, pamphlets, clippings, audiovisual aids, etc. Prerequisite: Library Science 320 or consent of instructor. Alternate years. Spring.

421. Children's Literature. (4) Study of books and related materials from the viewpoint of their value in the development processes of the individual child. Not open to students who have credit for English 421. Every quarter, Summer.

422. Reading Materials for High School Students. (4) Reading characteristics of the adolescent age, techniques for stimulating reading interests, tools for evaluation of reading materials. Not open to students who have credit for English 422. Fall, Summer.

436. Library in the School and Community. (4) Development and administrative control of the school library and other forms of library service in the United States. Alternate years.

439. Current Problems in School Librarianship. (3) A seminar designed to give opportunity for investigating individual and group problems through reading, observation, practice work and final reports. Prerequisite: Library Science 320 or consent of instructor. On demand.(11:121-122)

For description of audiovisual education courses, see Department of Audiovisual Education.

320. General Introduction. (4) Various types of audiovisual materials are studied and evaluated. Theory, utilization, production procedures, and familiarization with equipment is stressed. Every quarter.(11:166)

All courses were required except that a choice between 436 and 439 could be made, providing a total of 30 quarter hours. This program met Illinois and North Central Association minimum requirements for school librarians. From 50

to 75 students were involved in the minor program in 1965 and from 12 to 20 completed it each year until 1973.

The library science minor program just described remained unchanged, except for a few changes in titles, until 1968 when courses 436 and 439 were dropped and a practice course (433) was added.(12:161) The courses dropped were deemed impracticable for an undergraduate minor program and especially so for students who, in most cases, had had no library experience. Such courses were more appropriate for a graduate program and for students whose future experience would be broader than that of most school librarians. The practice course, on the other hand, had great merit in that it offered some actual "hands on" work in a school library the student would not otherwise receive before taking a position as a school librarian. The student's preservice practice teaching had to be in the major subject and only rarely could this assignment be broadened to include any work in a school library. Thus, while it was not listed as student teaching on a student's transcript or substituted for it, it offered the future school librarian an equivalent experience.

Although there were few changes in courses following the change in administration in 1965, the library science faculty changed and expanded dramatically. The senior teacher (who taught the minor courses) left for another institution and the instructor of the "use" or skills course asked to be reassigned to a service position. Due to enrollment increases and a growing interest in librarianship, more class sections had to be added. Thus, four regular full-time instructors and one part-time temporary person were employed. Upon occasion, persons on the university library faculty also taught a class or two.

Another extensive change in the library science faculty occurred in 1970. The senior teacher took leave for two years to do doctoral work, one person was released, and the other two either left the region or took other assignments.

At this time another position was granted and in the fall of 1970 five new instructors were employed. Three came directly from school library assignments and all had had such an experience at some time.

This new group of instructors performed well the first year. They worked hard, were enthusiastic, had good rapport with the students and, as a result, the program flourished. But during the second year difficulties arose. Several of the instructors tired of teaching the library skills course and started giving it short shrift. It was clear that some were entirely unobjective in assigning grades, giving practically all As or Bs, not only in this course but others as well. Some also complained about their teaching load (12 contact hours and 5 office hours per week), and the strict rules that each class session must be held and that a final examination be given in each course. It was known to the writer that these requirements were quite at variance with what prevailed in some departments where slovenly practices of various sorts had set in. No compromises were offered by the author.

It should be explained at this point that in 1968 when the School of Education was reorganized, library science has become a department within it.(13) Thus, the Director now served as Chairman and had to report through the Dean of the College of Education and was responsible to him.

The dissatisfactions reported above continued unabated for a year and became known to people outside the department, particularly other faculty members in the College of Education. Although not all the facts in the matter are known to the writer, the dissident instructors were aided and abetted by faculty members in the Instructional Communication and Technology Department, at least one person on the university library faculty, and probably by other persons in the College of Education. It was the instructors' point that if they could break away from the library, they could do pretty much as they please, as was the practice of the faculty in the College of Education.

Finally, the Dean of the College of Education broached the matter to the writer and after several discussions, he opted for a separation. This was agreeable to the writer on the condition the Library Science Department be removed entirely from the university library building. This condition was accepted and the following August (1971) the separation occurred.(14)

Recent Developments--The Dean of the College of Education was not objective and unselfish in making this administrative change, reasons for which were not readily apparent but which he later acknowledged. By 1970 there was an oversupply of teachers nationally and enrollment in the College of Education fell drastically. Soon the College budget was reduced and the Dean had difficulty finding assignments and, particularly, salaries for some of the faculty, even tenured faculty. Now that he had control of the Library Science Department, here was an opportunity to cut faculty positions (since only one person was tenured) and save those in other departments, for which he had higher regard. He openly boasted to the writer that he would do this. "I am going to take them," was his remark. When in response it was suggested that the program be closed, he responded, "Oh no, we need the credit hours." One faculty member was released and not replaced in 1971. A year later, two persons resigned when they left the region. These persons also were not replaced. Thus, by the end of two years after removing the department from the library, the faculty had been reduced from five to two. Yet the program was continued. To fill the breach, the Elementary School librarian who had served full time as such for many years was assigned to teach library science classes and part-time clerical assistance was given to the library. Some courses were offered less frequently and in several instances entirely unqualified persons were assigned to teach certain classes. On two occasions persons trained in audiovisual education taught the reference course. Several such persons taught the administration course and on numerous

occasions nonlibrary-trained people taught the skills course. The quality of instruction was seriously undermined. But this was of secondary importance to the Dean of the College. The important point was to continue to generate student credit hours to keep the budget as high as possible.

In addition to the lower quality instruction, the physical divorcement from the library probably was a backward or downward step that adversely affected the library science program. Although the facilities provided in the library were not ideal, they were adequate. There were two well-located classrooms, sufficient office space, a separate library and study hall, and, most important, a close proximity to a functioning university library. The latter feature offered students both example and atmosphere which the writer, at least, deems very important. By comparison the space and facilities assigned to the department when it was moved to the College of Education building were wretched indeed. It had no identifiable area of its own. It shared the very small space occupied by the Curriculum Laboratory.

After the Library Science Department was separated from the library, one of the instructors of library science served as acting chairman for two years. Then in 1973 the department was joined with the Department of Instructional Communication and Technology (Audiovisual) with the chairman of the latter serving as chairman of the new or combined department. The following year, very drastic changes were made. The department was redesignated as "learning resources." The minor programs in instructional communications and technology and in library science were abolished and in their places a major in learning resources was introduced.

Before the new program could be put into effect, it had to be approved by the Council on Curricular Programs and Instruction, the Faculty Senate, the Board of Governors, and the Illinois Board of Higher Education. This was done in October

and December of 1972. The proposal for this program, entitled a "Proposal for Bachelor of Science in Education Degree with a major in Learning Resources" (see Appendix I), bears careful examination.

With the approval of the new program, fourteen audiovisual courses were dropped and four were renumbered. Eight library science courses were dropped and one (the library use course) was renumbered. In their stead twenty-seven new courses, all prefixed "LR," were offered. Some content of the old courses was carried over into the new. In the case of the library science minor courses "Basic Reference" became "Reference Services," "Book Selection and Acquisition Procedures" became "Materials Selection," "Classification and Cataloging" became "Organization for Retrieval," and the administration course became "Administration of the Learning Resources Center." The "Nonbook Materials" course and the practice course were dropped but part of the content of these courses may have been included in some of the new ones. The catalog descriptions of these courses (and in some cases the syllabi) are so vague a comparision cannot be made and it is not clear what is taught. In studying the proposal and the course descriptions it is noticeable immediately, however, that at no place do the words "book," "library," or "library science" appear. Thus, a student who might peruse the university catalog seeking courses in librarianship would find nothing listed. Instead the words or phrases "learning resources," "media," "multimedia," and "graphics" abound but with no definitions offered and used in such bland and meaningless contexts, that it is not clear what the program or the particular courses include. Such a line of gibberish certainly would not attract students and most assuredly would not prepare a person to serve as a school librarian. In fact, the latter point does not even appear to the the purpose. As stated in the rationale the graduate of this program "will be competent in two primary roles. One role is that of an effective administrator in a media program in a large school or a

small school district. A second, but equally important role, is to serve as an instructional developer in those situations."(15:10) Again there is no definition of terms and it is unclear what a person so trained would actually do.

One of the stated objectives of the program is "to prepare the media specialist with the basic skills of instructional development and the professional training of the conventional librarian and audiovisualist."(15:8) This is the only place the word "librarian" appears in the entire document. It is a monstrous statement and is ridiculous on its face. If it is assumed that by taking four courses, of which not all the content is library science, and in some cases taught by nonlibrary-trained instructors, the student will become a "conventional librarian," it is a foolish notion. A professional librarian is a person possessing a minimum of a Master's degree from a graduate library school. Such schools rarely if ever offer undergraduate courses in library science and, as a rule, do not encourage students to take such courses before entering. Instead it is preferred that students have at least an undergraduate major in one of the liberal arts or sciences. The library schools are less rigid on this point now than in earlier years and it is known that students with majors in such subjects as engineering, home economics, business education, and elementary education have been admitted. These are exceptional cases, however. Ordinarily librarianship has little appeal to such students.

The proposal further states "the proposed certifiable program is designed as a terminal (emphasis added) program for individuals preparing to work with instructionable media in N-12 schools . . . . The design of these programs, however, is such that those individuals wishing to continue advanced work in instructional communication or library science at the Master's degree level will have a basic preparatory background for further education."(15:11)

The first point illustrates the difference in philosophy supporting this program and that offered for the library science minor when it was directed by

the university library. In the latter case, it was never viewed as a terminal program nor were the graduates of it considered professional librarians. It is true that a person completing it as a part of a Bachelor's degree could serve as a librarian in the public schools of Illinois and certain other states without taking additional courses, but all graduates of it were encouraged to enroll later in a graduate library school and complete a Master's degree. The program was restricted to a minor, however, in order that the student could complete a major in some basic subject and still earn a Bachelor's degree in four years.

The second point which states that students who complete the learning resources major and wish to take advanced work in library science will have a basic background to do so is very questionable. Probably in many cases, such graduates would not be admitted to a graduate library school.

To substantiate or verify both points just made, a sample of graduate library school catalogs was examined in regard to undergraduate preparation and entrance requirements.* Six of the thirteen catalogs examined were quite explicit on both points. The statements were to the effect that undergraduate preparation should be strong in the liberal arts and sciences with the semester hour requirement varying from eighty-five to ninety. Undergraduate courses in library science were not recommended, and, in some cases, unacceptable. The University of Michigan catalog offered the most detailed statement on these points:

> . . . an applicant is required to have had a minimum of 90 semester hours in liberal arts, including courses in the sciences as well as the humanities and the social sciences. At some point in the applicant's academic career, he should have studied at least one foreign language; for effective bibliographic work, a librarian should have a working knowledge of at least two major foreign langauges, French, German, Spanish, and Russian having the highest priority . . . .
>
> Prospective applicants for the AMLS degree program are not encouraged to take undergraduate level courses in library science unless

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*Specifically, Emory University, Indiana University, Louisiana State University, University of Chicago, University of Illinois at Urbana-Champaign, University of Iowa, University of Kentucky, University of Maryland, University of Michigan, The University of Oklahoma, University of North Carolina at Chapel Hill, and UCLA.

> those courses contribute primarily to a liberal education. It is not recommended that a student major in library science at the undergraduate level, for this will reduce the opportunity to acquire the broad liberal education that is a prerequisite to a successful library career. Course work in library science taken at the undergraduate level may not be transferred toward the AMLS degree program.(16:12)

Similarly, the University of North Carolina at Chapel Hill requires for admission:

> A minimum of 90 semester hours of academic work in the liberal arts and sciences, exclusive of professional courses. For certain library positions, thorough training in a professional area is essential, but it should be in addition to rather than as a part of the undergraduate liberal arts preparation. It is possible that an applicant's college degree will not be recognized if his/her course work includes an undue proportion of vocational or professional subjects such as library science, education, home economics, or applied art or music.(17:23-24)

It is clear that graduates with the earlier described major in learning resources would have serious deficiencies in the liberal arts and sciences and probably would not be admitted to many of the graduate library schools unless further undergraduate work was undertaken. Thus, an undergraduate major in learning resources can be a serious handicap to a student who desires a career as a professional librarian.

Both Asheim and Shera offer warnings about undergraduate library science courses. The former states " . . . courses in library subjects offered at the undergraduate level should be, insofar as possible, a contribution to the liberal education of the student rather than professional or technical in the narrow sense."(18:74) He says further, "a major in library science represents too great an inroad into the students' general education."(18:337) Shera is even more critical of undergraduate library science courses. He writes, "The library recruit should be particularly on guard against these undergraduate courses in "librarianship" . . . . The undergraduate with a library major or even a minor will likely find he is an unwelcome applicant for graduate courses in almost any subject."(18:337)

If these writers, both noted library educators, are critical of an undergraduate library science major, and, to an extent, a minor it is easy to imagine their scorn for an undergraduate major in "learning resources," particularly this one which is little more than a mishmash of audiovisual courses with a smattering of library science added.

It is easy to find flaws, both philosophical and practical, in the proposal for the learning resources major. Equally interesting and important is to note what happened to the program after it was introduced in the Fall of 1975. Table I shows the credit hours generated for each of the core courses for the twelve year period 1970-71/1981-82. "Core courses" are those that are basic and, in this instance, were uniquely library science courses. Some persons might interpret "nonbook materials" to mean "nonprint" or "audiovisual" courses but it did not mean either in this case. Although the selection and processing of audiovisual items were covered, the emphasis was on periodicals, serials, and pamphlets or nonbook printed items.

As clearly shown in Table I, the high point of the program in terms of credit hour generation occurred in 1972-1973, the last year the program was taught in the university library and administered by the Director of Libraries. From that time one, and especially after 1973-74, there was a progressive decline, with a few exceptions, in all cases. It is pertinent to note the difference between 1972-73 and 1981-82. There was a drop in credit hours generated from 846 to 39. If the two courses which were dropped (Nonbook Materials and Practice) are excluded, the figures are 588 to 39 or a decline of 93 percent. Two courses were not even taught in 1981-82 for lack of enrollment. Thus, it is clear that by this date the destruction of the program was almost total.*

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*During the same period (1972-1981) enrollment declined from 13,936 to 12,000 (FTE) or 14.5 percent.

TABLE I

STUDENT CREDIT HOURS GENERATED IN LIBRARY SCIENCE CORE COURSES
1970-1981 COMPARED TO 1981-1982

COURSE	70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78	78-79	79-80	80-81	81-82
Book Selection and Acquisition Procedures	117	141	159	147	75	120	87	30	27	21	24	3
Basic Reference	132	126	177	126	90	60	45	60	9	30	33	0
Classification and Cataloging	144	216	165	105	102	84	51	3	42	9	18	0
Non-Book Materials	111	120	138	84	---	---	--	--	--	--	--	--
Administration of the School Materials Center	99	102	87	51	117	96	75	39	27	18	0	36
Practice Course	105	114	120	126	---	---	--	--	--	--	--	--

NOTE: (1) Summer Sessions included in each year. (2) Quarter hours generated from 1970-1971 to 1977-1978 converted to semester hour equivalents .75%.

Equally revealing of the lack of appeal and quality of this program is the small number of persons, if any, who have completed it. Commencement programs for 1975-1983 listed none. The official record maintained in the Registar's office showed thirty-four for the same period but it is suspected that some of these graduates were from the noncertification major ("commercial media") rather than the certification program. This study is concerned only with the latter. In any event, it is certain that for the nine-year period, no more than thirty-four persons completed it and no more than five in the last three years.

This almost total demise of the program is quite at variance with the projection contained in the proposal.(15:15) (See Appendix 1, page 27). Here it is stated that in the fifth year (1979) there would be 160 majors and 130 graduates. Actually, however, the figures were thirteen and five, respectively.(19)

Discussion--The obvious question which comes to mind is Why did the program fail? Before attempting to answer it, two other questions must be asked. First, Why was it proposed? and, second, Why was it approved?

Once the facts and circumstances regarding the removal of the Library Science Department from the University Library are known and appreciated, the answer to the first question is almost obvious. As noted earlier, within two years, the Dean of Education stripped the department of three of its faculty positions, leaving only two persons, hardly enough to stand alone. It is not certain that the Dean originated the merger with the Department of Instructional Communication and Technology but he at least approved it, thus permitting the audiovisualists to get control of library science. This is like turning a fox loose in a hen house. It must be understood that audiovisualists resent libraries and librarians, scorn books and reading, and would like nothing better than to subordinate library science to audiovisual education. Their own programs--minors in audiovisual education and in instructional materials--had enrollments totaling only 90 percent

of those in library science, despite the fact they had twice as many courses.(20) Now, however, by creating the new major in learning resources and offering no minor in library science, any student desiring to become a school librarian would also have to take an almost equal number of audiovisual courses. Thus the audiovisualists probably believed they could bolster their own program by so doing. The results, however, were to the contrary. The new major was largely rejected. Why? Because an integrated or merged program has little appeal to students, particularly undergraduates. There are several reasons for this. First, library science and audiovisual education are very different subjects and students interested in the one usually are not interested in the other. This was shown in a study of student origins done in the late 1960s when library science was still administered by the Director of Libraries. It was revealed that the minors in library science had majors in English, foreign languages, history, or the social sciences. The minors in audiovisual education, on the other hand, were ususally majors in industrial arts, physical education or other applied subjects.(21) Secondly, to elect a major in learning resources (even if understood by undergraduates) would deprive students of a major in one of the liberal arts or sciences, or any other subject for that matter, assuming, of course, they wish to graduate in four years. Most students do not want this.

As noted, the academic interests and aptitudes of the two groups are quite different. This difference was also revealed to the author when he taught a graduate course in library science at another institution. This course was required of both the library science and audiovisual students and a research paper or thesis was included. The interests of the two groups were quite different and performance in written work conspicuously so. Audiovisual students usually had considerable difficulty with the research paper or thesis. Research and writing were not their long suits.

Further evidence of the latter point is available in the book edited by Hans Moll and Karl Kauffman, Readings in Learning Resources, Bloomington, IN, TIS Inc., 1980. This is a book of essays some of which were contributed by the editors and certain other members of the faculty of the Learning Resources Department at this institution. Some of these essays are an affront to any literate person and certainly so to an educated one. Roughshod and ungrammatical, with frequent errors in spelling, facts, and bibliographic form, they only confirm what has just been said about audiovisualists' limited ability to write correctly. One brief essay, the subject of which the author is knowledgeable, contained errors as follows: two in spelling, four factual, one in grammar, and two in bibliographic form. This is not to mention poor word usage and bad syntax which apply to many of the essays.

On the other side of the question, it can be said that an occasional student asked for an undergraduate major in library science. Also, reports from the field showed that some school librarians felt they needed some training in Audiovisual because they had to provide the service, particularly in the small schools where an additional person could neither be justified nor afforded. Such situations are most unfortunate because what is added in one form usually comes at the expense of the other and neither service is effective. Likewise, in the larger school where a specialist in each service is provided, seldom are funds available to provide both satisfactory book and audiovisual collections. To lump them together under such headings as "media," "instructional materials," or "learning resources," represents confused thinking.

The second question, Why was the program approved? also requires a rather lengthy reply. At this institution a new instructional program originates with the department, must be approved by the appropriate college committee (if one exists) and Dean, is transmitted to the Faculty Senate where it is referred to the Council on Curricular Programs and Instruction for Study. It is believed

that only at the Council level, with occasional exceptions, is the program dealt with in detail. Once this is done, a recommendation is made to the Senate. If approved by the Senate, the proposal continues on to the President, the Board of Governors, and the Illinois Board of Higher Education, all of whom must give approval. In the case of the two boards just mentioned it is believed the concern would not be the nature or content of the program, but rather such factors as cost and prospects for enrollment and graduates. In this instance, probably none of the reviewers from the Dean on through the Higher Board (IBHE) would be able to detect the weaknesses in this program in terms of its inconsistencies and contradictions. Only one quite familiar with library education could do this.

In order to confirm these assumptions, an attempt was made to talk with members of the Council on Curricular Programs and Instruction and the Faculty Senate who passed on this program in 1972. Only one member of the Council could be located. He had no recollection of this proposal and assumed, therefore, it had been noncontroversial. He added that, as a rule, the sponsor of such proposals met with the Council to answer questions. He said that during the years he was on the Council the workload was heavy and the reading material voluminous. He read it all but was certain that some members did not. Four senators were contacted. One (this person was a library faculty member and thus had library training) recalled that the program was passed but did not remember the details of the discussion. She did recall that she had opposed passage on the grounds that it offered inadequate training for either an audiovisualst or a librarian, believing the student would be "neither fish nor fowl." She was not aware, however, that in approving the new major in learning resources the minor in library science was abolished, a point not mentioned in the proposal. The other three senators had very little recall of the proposal, which is quite understandable after a lapse of eleven years. None of the three knew that acceptance of the new major abolished the library science minor. One remarked that

most such proposals approved by the Council on Curriculum and Instruction were accepted by the Senate with very little discussion or opposition, at least at that time, since anything "innovative" was encouraged. Another senator added that he had not studied the proposal in detail and he thougt few senators read any of the proposals carefully.

Neither the Provost or President who approved the program are now in office and are unavailable for questioning. The Provost meets with the Senate so he would have heard any discussion that took place. The President does not attend Senate meetings but could, of course, discuss this or any other matter with them, the Council on Curriculum and Instruction, the Deans, or the departments. It is believed, however, he is advised by the Provost on such matters as new academic programs. Very few are disapproved. Thus, there are no really effective checks on the educational quality of new program proposals. The people doing the reviewing, with rare exceptions, are not qualified to do so. Experience suggests that opposition will arise only if the program impinges on another department's domain in terms of subject matter or if the cost will be great.

And now back to the most important question of all, Why did the program fail? It is believed there are a number of reasons, as follows:

1. The language used to describe the program in the proposal and in the university catalog (including the individual course descriptions) is bad. Such words or phrases as "media," "mediated instruction," "learning resources" have little meaning for students. The words "library" or "book" nowhere appear nor does the phrase "library science," yet students electing this program were supposed to be capable of administering a school library. Four different students were asked to read the catalog description of the program. Not one understood what graduates of such a program would do.
2. The two disciplines involved--library science and audiovisual education--do not relate well to each other. The content and vocabularly are very

different. Equally important, the persons who specialize in each are different. They have different interests, abilities, and skills. A combined program, even if understood, will have little appeal to students, particularly undergraduates, most of whom wish to major in a more traditional subject.

3. The use of unqualified instructors. On two occasions an audiovisualist taught the reference course or, at least, was scheduled to teach it. On one occasion the author observed part of what went on. It was a patehtic sight. Having no knowledge of reference books or procedures, he asked several of the reference librarians in the university library to lecture on various subjects and introduce certain reference titles. Apparently little else was done. The students were seldom seen in the Reference Service. Later when the author had an opportunity to examine several of the students, not one of them had knowledge of more than 50 titles in a collection of about 6,000. This is an entirely unsatisfactory number. Equally damaging was the practice of assigning an audiovisualist (on two occasions it was team taught with a library-trained person) to teach the administration course. In the library science minor program, this was considered an extremely important course and was always assigned to the senior teacher. It was in this course that the school library standards that involved such things as budgeting, personnel, book and periodical collections were dealt with. Such a course should be taught by a person with library training and school library experience. Instead, an audiovisualist, with the exception noted earlier, was assigned. The results can be anticipated. Again, an invitation to failure.
4. Aside from the numerous unqualified instructors assigned, at least one member of the faculty was very unpopular with the students. Almost without exception the person's courses were shunned whenever possible. Such feelings

are rapidly transmitted among students and,in a small department such as learning resources, the results can be fatal.

Conclusions

1. The major in learning resources should never have been proposed or approved. By doing so, the minor in library science was destroyed. The latter program was reasonably satisfactory in that it produced up to twenty school librarians a year, all of whom could make a useful contribution to the schools of the region. There is still a need for them. The state specialist for school libraries and media centers informed the author that some schools still are without a librarian and the Director of Placement at this institution reports he still receives calls for them. In most cases he would not recommend graduates with the learning resources major, even if there were any, because they would lack the school library endorsement.
2. The university should find a better way to review and approve new program proposals. It is especially important that persons who know something about the discipline involved, other than those offering the proposal, have an opportunity and a responsibility to react to it. This major program was reviewed at six levels outside the department, but by no one apparently who really understood it.
3. The university should find some way to impose a check on a college dean who may maliciously dismantle a department and therefore badly damage an instructional program. Ordinarily this would be the Provost's responsibilites, but as overloaded as is this office, it cannot be relied upon to perform such a function.

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16. The University of Michigan. School of Library Science Announcement, 1983-84; 1984-85. Ann Arbor, 1983.

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18. Shera, Jesse H. The Foundation of Education for Librarianship. New York, Becker and Hayes, Inc., c1972.

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20. Western Illinois University. Office of Institutional Studies. Course Offerings, 1970-71/1973-74. 4 Vols.

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APPENDIX 1

Proposal for

Bachelor of Science in Education Degree

With a Major in

Learning Resources

by

Instructional Communication and Technology Department

College of Education

Western Illinois University

April 1, 1972

Revised July 7, 1972

Revised August 8, 1972

Revised September 29, 1972

Revised November 1, 1972

PROPOSAL FOR A NEW UNIT OF INSTRUCTION

1. Institution: Western Illinois University

2. Title: Learning Resources

3. Anticipated Date for Effective Initiation of New Program: Fall 1973

4. Description of Program

A. General statement including requirements (Catalog description)

A certifiable major in Learning Resources requires 48 quarter hours of course work in the department. In addition, certifiable majors will be expected to choose an assortment of courses in the humanities, social, political, and physical sciences to provide them with a broad cultural background for their work in the schools.

The division of hours for graduation is as follows:

1)	Basic curriculum of the Teacher Education Program	67 qtr. hrs.
2)	Required departmental core L.R. 190, 200, 240, 300, 340, 360, 380, 400, 480, 490	38 qtr. hrs.
3)	Specific certifiable major concentration requirements	10 qtr. hrs.

The student will select literature, production, or eclectic as his area of concentration and earn a minimum of 10 quarter hours in his selected area.

a. Literature--select 10 hours from the following: L.R. 313, 323, 333, 423, 443, 489

b. Production--select 10 hours from the following: L.R. 215, 265, 275, 305, 315, 325, 335, 345, 425, 435, 455

c. Eclectic--select 10 hours from the above and/or the following: L.R. 359, 361, 362, 379, 419, 429, 489

4)	Professional Education Ed 201, 301, 302, 401, 480 L.R. 339 (Methods for Learning Resources)	36 qtr. hrs.
5)	Minor (Some of these credits may satisfy basic curriculum requirements.)	32 qtr. hrs. (Variable)
6)	Electives to total	180 qtr. hrs.

PROPOSAL FOR A NEW UNIT OF INSTRUCTION

1. Institution: Western Illinois University

2. Title: Learning Resources

3. Anticipated Date for Effective Initiation of New Program: Fall 1973

4. Description of Program

A. General statement including requirements (Catalog description)

A non-certifiable major in Learning Resources requires 48 quarter hours of course work in the department. In addition, non-certifiable majors will be expected to choose an assortment of courses in business, the humanities, social, political, and physical sciences to provide them with a broad cultural background for their work. Separate sections of L.R. 200, L.R. 380, and L.R. 480 will be offered for students interested in careers in government, industry, business, and other related fields.

The division of hours for graduation is as follows:

1) Basic curriculum of the University — 63 qtr. hrs.

2) Required departmental core — 38 qtr. hrs.
L.R. 190, 200, 240, 300, 340, 360, 380, 400, 480, 490

3) Specific non-certifiable major concentration requirements

The student will select literature, production, or eclectic as his area of concentration and earn a minimum of 10 quarter hours in his selected area. — 10 qtr. hrs.

a. Literature--select 10 hours from the following:
L.R. 313, 323, 333, 423, 443, 489

b. Production--select 10 hours from the following:
L.R. 215, 265, 275, 305, 315, 325, 335, 345, 425, 435, 455

c. Eclectic--select 10 hours from the above and/or the following: L.R. 359, 361, 362, 379, 419, 429, 489

4) One or more minors (credits to satisfy minor requirements) — Variable

5) Electives to total — 180 qtr. hrs.

A minor in Instructional Materials provides a basic program in media and may be an area of specialization or a teaching minor which meets Illinois certification requirements.

Required courses L.R. 190, 200, 300, 313 or 323 or 333, 340, 360, 400, or 480 to total 32 quarter hours.

B. Detailed statement including specific course numbers, titles, and credit hours

L.R. 129[1] Use of Library (2) Introduction and guide to the use of Western Illinois University Library and its facilities and materials. No credit toward Learning Resources major or minor. Open for credit to freshmen and sophomores only.

L.R. 190* Introduction to Media (4) Introductory survey of the basic functions of learning resources centers, literature, professional organizations, instructional development, and current trends in media service. Introduces students to the world of the media specialist and the career opportunities in the profession. Study trips included.

L.R. 200* Media in the Curriculum (4) An overview of media as related to curriculum to include educational objectives and the characteristics, needs, and interests of the users. Prerequisite: L.R. 190

L.R. 215[2] Photography (4) Introductory photographic experiences in black and white as well as 2 x 2 colored slides. Includes practical experience in the theory and application of photographic communication. Laboratory.

L.R. 240* Production of Instructional Materials (4) Design and development of materials for communication including graphic, photographic, and electronic materials. Laboratory.

L.R. 265[3] Radio Broadcasting I (4) History and development of radio broadcasting and programming. Work-related activities include the production and airing of various types of broadcast materials.

L.R. 275[4] Radio Broadcasting II (3) Experience in the operation of professional broadcasting equipment is gained through instruction and the use of facilities at the University radio station. The student is provided with "on the air" experience. Prerequisite: L.R. 265 or CAS 221

L.R. 300* Reference Services (4) Evaluation of basic reference tools for use in LRC. Recognition and exploration of community resources to support the reference function of LRC. Prerequisite: L.R. 200

L.R. 305* Monochrome Photography (3) Advanced camera handling and darkroom procedures, culminating in a publishable communication sequence. Laboratory. Prerequisite: L.R. 215

L.R. 313* Multimedia Approach to Literature for Primary Students (3) Critical analysis and evaluation of literature for primary children utilizing the multimedia approach. Prerequisites: L.R. 200 and junior standing.

L.R. 315* Instructional Television Production (3) Production of television lessons as a part of the Learning Resources Center. Laboratory. Prerequisite: L.R. 240.

L.R. 323* Multimedia Approach to Literature for Middle School Students (3) Critical analysis and evaluation of literature for middle school students utilizing the multimedia approach. Prerequisites: L.R. 200 and junior standing.

L.R. 325* Instructional Slide Production (3) Experiences in production of 2 x 2 color slides using advanced camera techniques for copy and original work. Includes production of a communication sequence. Laboratory. Prerequisite: L.R. 215.

L.R. 333* Multimedia Approach to Literature for High School Students (3) Critical analysis and evaluation of literature for high school students utilizing the multimedia approach. Prerequisites: L.R. 200 and junior standing.

L.R. 335* Advanced Graphics (3) Advanced graphic skills including high contrast photography. Laboratory. Prerequisite: L.R. 240

L.R. 339* Special Methods in Learning Resources (4) Preparation for student teaching as a media specialist. Includes analysis of objectives, new approaches, organization, content, resources, utilization of instructional materials for a specific subject, testing, evaluating, and pre-student teaching experiences. Prerequisites: Ed 301 and junior standing

L.R. 340* Materials Selection (4) Basic criteria for evaluation and selection of materials and equipment for Learning Resources Centers. Analysis of selection tools and acquisition procedures. Laboratory. Prerequisite: L.R. 200.

L.R. 345* Basic Motion Picture Photography (3) Basic super 8mm camera handling and film editing culminating in a communication sequence. Laboratory. Prerequisite: L.R. 215.

L.R. 359* Community Resources (3) Provides basic knowledge in the utilization of the many and varied resources, places, and human talents in the community.

L.R. 360* Organization for Retrieval (4) Classification, cataloging, and preparation of all media for storing, retrieving, and using. Laboratory, Prerequisite: L.R. 200.

L.R. 361[5] Visual Documentation (3-5) Planning and preparation of visual materials for implementation of instructional objectives. Prerequisite: L.R. 215 or equivalent.

L.R. 362[6] Visual Documentation (3-5) Planning and preparation of visual materials for implementation of instructional objectives. Prerequisite: L.R. 215 or equivalent

L.R. 379* Programmed Instruction (3) Develops understanding of the concept of programmed instruction and learning theories. Students are expected to develop competence in evaluating materials and devices and basic skills in program writing. Implementation of the concept in education is examined.

L.R. 380* Service Program of the LRC (4) Examines the various services of the LRC, relates educational content and facilities of the school to the requirements of service programs. Prerequisite: L.R. 200

L.R. 400* Application of Media (4) Provides basic knowledge of media application to various communication levels based on an instructional development model. Prerequisite: Junior standing or above

L.R. 419* The Principles of Instructional Design (3) Techniques of systematic analysis of the instructional process. Goal identification, learner identification, behavior specifications, instructional modes selection, implementation, and evaluation are examined. Prerequisite: Junior standing or above.

L.R. 423* Storytelling (3) Oral narration resources and techniques of presenting folklore and tales of various nations and periods.

L.R. 425* Instructional Material Display Techniques (3) Production of bulletin boards, dioramas, mock-ups, and other displays. Laboratory. Prerequisites: L.R. 215 and L.R. 240

L.R. 429* Advanced Systems (3) A systematic analysis of the learning process, steps in planning project and continual control techniques, and comparative examination of display, storage, and retrieval procedures. A survey of the relationship of system procedures and programming theories and instructional management. Prerequisite: L.R. 419

L.R. 435[7] Motion Picture Production (4) Single concept Super 8mm and 16mm magnetic sound films. Includes practical experience in filming sports and news events. Prerequisite: L.R. 215

L.R. 443* Interpretation of Literature for Children and Young Adults (3) Presents the development of effective programs in informal and formalized interpretive experiences for children and young adults, emphasizing individual creativity and sources for materials. Laboratory. Prerequisites: L.R. 240 and one of the following: L.R. 313, 323, or 333

L.R. 455* Electronic Media Utilization (3) Utilization of broadcast radio, broadcast television, and closed circuit systems in the school and as an information dissemination medium.

L.R. 480* Administration of the Learning Resources Center (4) The role of the media specialist in the integration of media with the curriculum. Emphasizes managerial skill and strategies, organizational techniques, and public relations. Study trips. Prerequisite: 30 q.h. in Learning Resources and/or permission of instructor.

L.R. 489* Independent Study (1-6) May be repeated up to maximum of 6 q.h. Independent study for an advanced undergraduate who desires to pursue a media study project outside the regular curriculum. Each individual project will be under the advice and supervision of an instructor and will culminate in a comprehensive written report and/or mediated presentation. Prerequisite: 30 q.h. in Learning Resources and/or permission of instructor.

L.R. 490* Seminar (2) Investigations and/or study in depth of selected topics and innovative research. Prerequisite: 30 q.h. in Learning Resources and/or permission of instructor.

* New course

[1] Currently L.S. 123

[2] Currently IC&T 219

[3] Currently IC&T 226

[4] Currently IC&T 227

[5] Currently IC&T 361

[6] Currently IC&T 362

[7] Currently IC&T 431

RATIONALE FOR NUMBERING SYSTEM

Required core courses end in 0.

Literature courses end in 3.

Production courses end in 5.

General courses end in 9.

C. Statement of objectives

To provide the student with knowledge of the current and expanding significance of instructional media in the local school, the state, and the nation.

To equip the student with knowledge and understanding of the objectives, effects, benefits, and shortcomings of instructional media and to develop an attitude of professional responsibility toward the improvement of media utilization in the schools.

To provide representative experience comparable to those prevalent in innovative schools at the present time.

To prepare the media specialist with the basic skills of instructional development and the professional training of the conventional librarian and audiovisualist.

To prepare the student for qualification for the Illinois Media (Instructional Materials) Specialist Certificate. (13:55)

5. Rationale for program

A. Basic assumptions

The need for a major in Learning Resources at Western Illinois University is based on the following assumptions:

1) That the general trend in instruction from nursery through high school reflects a movement toward the utilization of integrated electronic media and other experiences; therefore it becomes the responsibility of the university to provide a program which will prepare media specialists who can integrate these experiences into the total school curriculum.

2) That a broad range of experience is necessary to these media specialists; therefore a genuine attempt at intercollege and interuniversity programs is also necessary.

3) That a trend in education is toward individualization of instruction through media; therefore the media specialist must have an opportunity to participate in a program offering individualized instruction.

4) That nursery through high school teachers should individualize instruction adequately; therefore personnel must be provided who are capable of applying the system approach of educational change (instructional development) to mediated curriculum design.

5) That instructional development should be applied to mediated curriculum design; therefore the media specialist must have direct experience as an integrating force between media, methods, objectives, and the total curriculum.

6) That to be an integrating force, a media specialist must have direct experiences in designing instructional messages.

7) That there is a demand for leadership in education to provide the above services; therefore programs at the undergraduate level must prepare persons who have the capabilities of leadership. Furthermore, if in-service programs are the responsibility of the local school system, then media specialists must be leaders in establishing and maintaining a continuing in-service program.

B. Relationship of assumptions and objectives to:

1) Needs of constituency at the local, state, national, and international levels

Our rapidly changing society requires many educational programs and procedures to prepare students for productive roles in society. The world in which the students may find themselves ten to fifteen years hence is in many areas undefined and/or undefinable. The burden on the educator in preparing teachers for the world of tomorrow is indeed awesome. A changing world relects not only expanding knowledge but an ever more complex society with which the citizen of tomorrow must deal.

Kauffman in the College Placement Annual suggests:

> Education will keep pace and will lead society in the advancement of technology and humanities. Along with the information explosion, education will help to improve the lot of larger segments of the population, and will have a greater effect on the very young. Education in more difficult subjects will continue to be given to grammar school pupils. The general rate of intelligence and sophistication in society will rise. Implicit . . . is the uniqueness of the individual and the need for direction and creative thinking . . . (3:4)

Education is the one industry with the greatest charge in preparing people to deal effectively with tomorrow's society. In order that we in education may more effectively come to grips with the task before us, we must equip the individual teacher and the schools with the necessary talents, skills, and programs for effective communication through the use of media.

An extremely important aspect of our contemporary social structure and an aspect which will remain equally as important if not, in fact, more so in the future is one of communication--communication implying accurate, concise, and swift transmission of ideas, theories, and facts.

Meierhenry has summarized the problem with the following statement:

> The necessity, therefore, for new approaches and conceptions of communication and information services has been brought about by the nature of the world in which we live. These new patterns are developing in response to the demands for an almost instantaneous retrieval of past experiences in a wide variety of communication forms or the possibility of immediate

> dissemination of current happenings regardless of where they occur, including space. The problem is to develop a communications and information service system with the appropriate operational hardware and staffed with a full complement of specialists in order to successfully operate the system. (2:3)

A task force of educators concerned with the problem of program development to prepare media specialists made particular note of the following points:

> A new kind of professional will be required to provide leadership in design, implementation, and evaluation of programs of education which make the fullest use of new media. The functions performed by this leader and the resources he brings will be among the essential determinants of success or failure in tomorrow's schools.
>
> Teachers and learners will have new roles and changed activities as a result of this technological change.
>
> . . . a technological leap forward is required in education.
>
> Application of the new technology will result in major changes affecting the administration, organization, and physical facilities of the public schools.
>
> Methods of instruction will be modified to a major degree, particularly in the presentation of information.
>
> A new technology for instruction has been developed and proved through basic research and practice. This development has now reached a level that will permit rapid expansion of application and of further innovation. (2:3-4)

The basic goal is to provide an environment in which students can be better prepared to take their productive places in society. The school's primary contribution to society is through its instructional program; this includes both formal and informal education. The role of the media specialist in this educational system is to provide the catalytic agent for the teacher and the school administrator in bringing about an improved instructional program through the effective application of instructional media.

The graduate of Western Illinois University's proposed certifiable Learning Resources major will be competent to perform two primary roles. One role is that of an effective administrator in a media program in a large school or a small school district. A second, but equally important role is to serve as an instructional developer in those situations.

The graduate of Western Illinois University's proposed non-certifiable Learning Resources major will be competent to serve as a media specialist in community colleges, business, industry, government, and private organizations.

Allen has identified the following as the primary administrative duties to be developed in a media specialist program:

> Administering media programs in schools (single building coordinator to district level operation) and colleges, thus having a responsibility for all or some of the following:
> 1. Routine audiovisual library operation
> 2. Supervision of instruction
> 3. Production of instructional materials
> 4. Budget and finance
> 5. Program justification with superiors, peers, and lay groups
> 6. Formal in-service education (2:39)

Larson further sums up the need for media personnel as follows:

> Increasing demands for educational technologists or specialists in any of the several areas of design and development specializations in the media field call for the training of an increased number of . . . specialists, . . . Trained manpower to meet the media job demands from colleges and universities, school systems, electronic-publishing combines, industry, the military, and numerous governmental agencies just is not available.
>
> There is, therefore, a great and growing need for many colleges and universities to offer in-depth educational media training programs. These programs should lead to bachelor and advanced degrees and employ faculties of teachers in residence who will not only serve as instructors but engage in professional practice and research. (10:23-24)

The proposed certifiable program is designed as a terminal program for individuals preparing to work with instructional media in the N-12 schools; the proposed non-certifiable program is designed as a terminal program for individuals preparing to work with instructional media outside the elementary-secondary field. The design of these programs, however, is such that those individuals wishing to continue advanced work in instructional communication or library science at the Master's degree level will have a basic preparatory background for further education.

2) Institution's mission, role, objectives, and long range plans

The preparation of teachers was the original purpose of Western Illinois University and continues to be a major function. More than fifty percent of the students attending the University are enrolled in teacher education, undergraduate and graduate through the sixth year. They are enrolled in various programs: elementary, secondary, administrative, and special education. The preparation of teachers will continue to be a major task of the University, particularly at the graduate level. (5:29)

The Board of Higher Education of the State of Illinois has mandated that universities increase emphasis at the upper division and graduate levels. During the next decade Western will develop new degrees in disciplines that have well-established, high-quality programs where a need for trained personnel exists. (5:41-42)

3) Master plans for higher education in Illinois

In accordance with the Master Plan Phase III, ". . . Western Illinois University should concentrate on strong undergraduate programs . . . Programs in education have a high priority." (12:22)

4) Human and environmental needs

The environment in which the media specialist will work is the teaching/learning situation in the large school, the small school system, or other learning functions in our society. As the instructional developer improves the teaching/learning situation of media users, it is obvious the quality of the education of the student improves. As the experience of the student is in greater harmony with his felt needs, he will have a more relevant education.

5) The improvement of the quality of life

> Sociologists predict that increasingly more hours of our daily time will be devoted to leisure. By the year 2000, it is expected that the average person will spend 40 percent of his time on his vocation, and 60 percent on his avocation. (3:2)

Usually working directly with faculty and students in the teaching/learning situation the media specialist will also influence the students with relation to their avocational activities. This will be accomplished primarily through service courses in such areas as photography, graphic visualization, book discussions, electronic production, and visual literacy. Debes discusses visual literacy in

the following manner: "Visual literacy methods offer real hope of doing something about the needs of today's child. Visual literacy methods grab children's interest and either draw them back into school or keep them in school." (4:26) The satisfactory use of students' avocational time is one of the strategies to improve the quality of their lives.

C. Academic justification of need

1) Is the program innovative or traditional? Discuss.

a. The major premise of this proposal is the education of an instructional developer who should act within the learning environment to enhance the contribution of other educators. The current faculty of the Instructional Communication and Technology (IC&T) Department has an eclectic background with experiences at integrating media in a variety of educational subjects and levels (elementary, high school, and college). Therefore, the current faculty is well qualified to assess the academic offerings which lead toward the production of individuals who are also skilled in this integrating process.

The academic experiences proposed in this program are divided among professional education courses, Learning Resources courses, and course work from cognate areas. These experiences give the candidate the necessary background to successfully operate as a member of a team utilizing the system approach to educational change.

This unique combination of eclecticism in both faculty and courses should produce individuals well qualified to function in the role of instructional developers.

b. The unique feature of the IC&T Department's proposal for a major in Learning Resources is that it draws from the past those traditional experiences which have been successful and combines them with the innovative processes resulting from an application of the system approach to educational change. The mix thus obtained aids the faculty in developing a more accurate perception of the future. The innovative program thus implemented shall continue to be responsive to the principles of the system approach to education. This approach will continue to be applied to the whole program, to each course and to the micro experiences planned in the student teaching experience.

c. Teachers and administrators from the West Central Illinois area have made inquiries to the IC&T Department Chairman as to the availability of media personnel. They have also inquired when a major whould be offered to fill their need for more highly trained media personnel. The Occupational Information and Placement Office reported a substantial number of inquiries for media specialists. All this in spite of no program for producing such personnel.

The faculty contacted graduates of our audiovisual and library science minor programs who were active in the media field to determine the worth of our present undergraduate program and the advisability of offering a major. Our minors indicated the need for such a program. In the de Kieffer study, "Media Milestones in Teacher Training," it is pointed out that no state of the union requires a course on educational media for its teaching certificate. (6:2) This lack of media knowledge is strongly felt by area educators and thus the frequent inquiries by administrators for personnel able to assist these people.

Applying the Faris model of the system approach, an investigation was begun into the feasability of a Learning Resources major at Western Illinois University. (7:971) Behavioral objectives, as suggested by Mager, were applied to the activities in which a media specialist would be involved. (11:53) These activities were tested against the stated objectives of media programs in institutions of higher learning in Illinois and surrounding states. Programs surveyed included those offered at Northern Illinois University, Southern Illinois University, Indiana University, and the University of Iowa. Our conceptualization of the instructional development function was found to be consistent with the practices of the surveyed institutions. The JIMS study as reported by Bernotavicz and Wallington (1:25-30) and the Media Guidelines Project as reported by Hamreus (9:31-34) which analyze the tasks of media personnel, gave further corroboration of our conceptualization of the function of an instructional developer. An academic program was outlined and informal conversations relating to this outline were held with national leaders of the audiovisual and library science fields. The conversations plus extensive reading in current literature resulted in the formulation of this formal proposal. The State of Illinois is contemplating the adoption of a program for certification of media personnel. Grady lists the minimum certification requirements of those states that have a certification program. (8:8) It is assumed that the certification program which will be established in Illinois will be similar to the programs now in effect in those states that have such programs. The proposed major will produce graduates that will exceed the minimum requirements now in force where such programs are in operation.

d. The criteria for evaluating a media specialist must include his ability to function effectively in influencing the human and physical environment of the school. In the system approach to education the media specialist's influence must include the human elements of the team (classroom teachers, administrators, employees, volunteer workers, and students) and the physical elements of the facility (classrooms, hardware,

software, and LRC). The media specialist's influence on these elements will be formally evaluated by the Office of Educational Services and Research of the College of Education at Western Illinois University.

2) Is the program to be reviewed by certifying or accrediting agencies? If so, explain.

Western Illinois University currently enjoys blanket approval for its undergraduate and graduate degree programs from both the North Central Association and the National Council for Accreditation of Teacher Education. This new degree in Learning Resources will, however, be reviewed and evaluated periodically by both of the above organizations as they make their routine reviews of the total teacher education program. The Commission on Colleges and Universities of the North Central Association reviewed the accreditation status of the program of teacher education at Western Illinois University during the first half of 1971 and found it satisfactory.

6. Institutional resources. Provide projections for the first five years of the program's development.

A. Estimated size of program	1st	2nd	3rd	4th	5th
1) Number of majors (projected fall enrollment)	60	80	105	130	160
2) Number of degrees to be granted (annual totals)	0	30	65	100	130
3) Number of total FTE academic staff required	10½*	10½*	10½*	11½	11½

*Current faculty

Approximately four of these faculty will be needed to teach children's literature courses and other college and university service courses to which the IC&T Department is currently committed.

B. Estimated increased costs of operation (in terms of constant dollars: use those dollars in effect the year the program is requested).

1) Faculty	-0-	-0-	-0-	12,000	12,000
2) Equipment	2,500	1,000	1,000	3,500	1,000
3) Library purchases	1,000	500	500	1,000	500
4) Commodities	1,000	1,000	1,000	1,000	1,000
5) Total	4,500*	2,500	2,500	17,500	14,500

*This amount is significantly below expected start-up costs since most of the required materials and equipment are already on hand due to the viable minor programs currently offered by the IC&T Department

C. Source and amount of income to support the program (1st year)

1) Federal--None

2) Private grants--None

3) State--$4,500 new money

Since significant portions of the current IC&T and L.S. minor programs will be incorporated into the proposed Learning Resources major, current levels of funding must be maintained so that the relatively small amount of new money requested will be sufficient to operate the proposed program. Efforts will be made, however, in subsequent years to seek additional money from Federal and private sources.

D. Instructional staff. If feasible, provide an inventory of the instructional staff including his highest earned degree and relevant experience.

All persons listed below are currently on the faculty of Western Illinois University. All split appointments are expected to continue with the FTE faculty of 10½ as indicated in 6.A.3 above.

David Bormet

Assistant Professor
IC&T 100%
M.S. in Ed., Indiana University
6 years public school teaching --concurrent
6 years collegiate teaching

Brenda Branyan

Instructor
IC&T 100%
M.S.L., Western Michigan University
14 years public school teaching
4 years collegiate teaching

Don Crawford

Professor and Assistant Dean, College of Education
IC&T Split appointment
Ed.D., Indiana University
18 years collegiate teaching

Elma Fesler

Instructor
IC&T 100%
M.S. (L.S.), University of Illinois
28 years public school teaching
4 years collegiate teaching

Mary Ellen Graff

Assistant Professor
IC&T 100%
M.S. Ls., University of Illinois
18 years public school teaching
11 years collegiate teaching --in part concurrent

Elmer Haddock

Assistant Professor
IC&T 50%
M.S. in Ed., Western Illinois University
17 years collegiate teaching

M. H. Hassan

Associate Professor
IC&T 50%
Ph.D., Indiana University
6 years public school teaching
6 years collegiate teaching

Karl Kaufmann

Assistant Professor
IC&T 50%
Ed.D., Indiana University
6 years public school teaching
5 years collegiate teaching

Norman L'Hommedieu

Assistant Professor
IC&T 100%
M.S. in Ed., Western Illinois University
2 years public school teaching
12 years collegiate teaching

Eugene Litchfield

Assistant Professor
IC&T 100%
M.S., Indiana University
7 years public school teaching
17 years collegiate teaching

Robert Milkman

Associate Professor and Chairman, IC&T
IC&T 50%
Ed.D., Syracuse University
1 year public school teaching
5 years collegiate teaching

Hans Moll

Associate Professor
IC&T 100%
Ed.D., Indiana University
6 years public school teaching
8 years collegiate teaching

James Prange

Assistant Professor
IC&T 50%
M.S. in Ed., Indiana University
6 years public school teaching
16 years collegiate teaching

William Saulsberry

Assistant Professor
IC&T 100%
M.S. in Ed., Indiana University
3 years public school teaching
10 years collegiate teaching

Ione Wernick

Assistant Professor
IC&T 100%
M.L.S., State University of New York at Albany
14 years public school teaching
4 years collegiate teaching

E. Assess the institution's strengths and weaknesses in relation to the objectives of the program

1) Instructional staff

The current faculty of the IC&T Department has had extensive experiences teaching educational media classes. This faculty has had many years of college level teaching experience. Most members of this faculty have had teaching and media directorships in the N-12 situation. Therefore, this faculty has a viable mix of experience which qualifies it to prepare media specialists for large schools, small school systems, or other learning functions in our society.

During the past four years the current faculty of the IC&T Department has conducted undergraduate and graduate courses and workshops both on campus and at extension centers. These programs have involved over 500 elementary teachers, junior college faculties, librarians, and school administrators in West Central Illinois. During the same period, this faculty has reached over 1,000 school personnel through in-service programs. This involvement has enabled the faculty to become well acquainted with school systems in the area and sensitive to their needs.

The current faculty has strength in most areas of this program, but the basic weakness lies in our lack of faculty to teach the advanced photographic and dramatization of literature courses. These deficiencies will be remedied through selective recruitment during the fourth year of the program and by cooperation with the College of Fine Arts.

In addition to the faculty listed above, several members of the administrative staff at Western Illinois University who hold joint appointments with the Department can be called upon to teach courses in the program.

2) Supporting areas

Western Illinois University's long history of training highly qualified teachers for the state of Illinois would indicate that all supporting courses in the core areas would be well taught by qualified faculty.

3) Library

The Western Illinois University Library provides adequate books and periodicals for support of the proposed major in Learning Resources.

Beginning in 1968, the IC&T and former L.S. departments began an intensive effort to survey the literature of the educational media field relative to a major. Our current holdings are approximately 7,050 titles with over 300 additional titles on order. The search for appropriate additional titles is continuing.

The theoretical foundations of the educational media field rely heavily on the areas of educational administration, business administration, psychology, sociology, speech, applied science, and industrial arts. Hence, the library holdings in these areas must be considered as a part of the collection for the educational media field. With majors already in most of these areas, over 7,000 titles relevant to educational media are included in the Library.

The combined educational media and related subject holdings therefore exceed 14,000 titles which must be considered adequate to begin a major program.

The microfiche collection of over 61,000 titles contains more than 3,000 research reports in the area of educational media and at least 3,000 related field reports. The periodicals collection includes a minimum of 270 journals and other publications in which relevant literature is found.

In addition, the laboratory school has in excess of 15,000 volumes in the Learning Resources Center. Students will also utilize the collection of the curriculum laboratory.

The Office of Instructional Technology also has a collection of educational films, filmstrips, prerecorded audio tapes, and phonograph recordings which will be available to enhance this program.

4) Institution

The attitude of excellence in preparing educators has been the by-word on Western's campus throughout the history of the University. New facilities exist in all areas which will be involved in the preparation of persons in this program with the exception of a new building for the College of Education. If the latter is constructed, the latest facilities for the preparation of media specialists will be available for all phases of this major.

7. What plans are made and what techniques will be employed for ongoing self-study and overall evaluation of the program for compliance with its objectives by the instructional staff and administration, by outside consultants, and by the governing board?

As is so often true of new programs in professional education, the proof of the product lies largely beyond the university campus. The ultimate criterion for judging programs is by the performance of its graduates after they enter the profession. Thus, students are evaluated as they complete their programs of study and after they enter the professional roles for which they are prepared.

Students in this program will be continuously evaluated by competent professors in (1) Instructional Communication and Technology, (2) Professional Education, and (3) cognate areas as they work toward the objective of a comprehensive blend of courses in these areas.

Other pre-employment objectives include the application of knowledge to the degree candidate's area of media concentration in the student teaching experience. These objectives will be evaluated by practicing media professionals in conjunction with IC&T faculty.

The professional objective of being a media specialist with competency as an instructional developer who will integrate media concepts into the total curriculum of the school will be evaluated "on the job" by:

A. Administrators (Principal of a school, superintendent of a school system, Supervisor)

It is the role of this administrator to gather pertinent information concerning the performance of the media specialist as together they strive to improve instruction in the school. These evaluations could be shared with members of the IC&T faculty as they evaluate the program after implementation.

B. Instructional Communication and Technology Faculty

The current faculty of the IC&T Department is well known throughout the geographic service area of the University. It is actively involved

at the state and local levels in such activities as media consultants, in-service workshops, instructional development, etc. As a result of these contacts with the local schools, formal and informal evaluation techniques can be applied to the graduate's performance.

C. Occupational Information and Placement Office

This office is available to each student as he seeks a position compatible with his education and interests. Communication and organized feedback procedures are in continuous operation between the schools in our geographic area and the University. Most information in the Placement Office is available to the IC&T Department faculty.

D. Office of Educational Services and Research

The College of Education at Western Illinois University has an established Office of Educational Services and Research. One of the state purposes for this office is: "To assist the University in carrying out its research and service function." With this charge the office can be expected to participate in a formal evaluation of the effectiveness of our graduates "on the job."

Upon approval of this proposal, the IC&T Department will contract with the Office of Educational Services and Research to develop instruments for the continuous evaluation of all phases of the program. This evaluation will include direct contact with the graduates and their superiors shortly after entering the profession and periodically thereafter.

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